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ABSTRACT

This report evaluates the bilingual programs at six public schools in New York City whose basic goal was the development and maintenance of proficiency in two languages, Spanish and English, in a multicultural setting. The evaluation procedure entailed interviews with supervisors, teachers, and parents as well as testing, visits to classes, and examination of training and instructional materials. The report includes detailed observations of each of the six schools with special attention to the curriculum tools used in each locale. It concludes with an evaluation of the program and recommendations for its more effective implementation. Tables of pretest and posttest data are provided. (WP)

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FINAL EVALUATION REPORT
1977-78

Title VII ESEA - BILINGUAL SCHOOL COMPLEX

Community School District 8

Function Number 5047-87601,51

Grant Award Number G007503697

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Table of Contents

		Pages
I.	Introduction	1-2
II.	Program description	3
III.	Evaluation procedures	4
IV.	Individual evaluation reports	
	A. P.S. 39	5-12
	B. P.S. 60	13-19
	C. P.S. 62	20-27
	D. P.S. 75	28-38
	E. P.S. 130	39-47
	F. I.S. 52	48-59
V.	Observations, conclusions and recommendations for the Bilingual School Complex in District 8	60-71

II. Program Description

The District 8 Bilingual School Complex comprised classes at six public school sites: five elementary schools (P.S. 39, 60, 62, 130 and 75) and one intermediate school (I.S. 52). There were Spanish-dominant, English-dominant of Hispanic origin, English monolingual and Bilingual components in the Complex from kindergarten through the eighth grade.

The administrative and supervisory staff (Title VII) of the Complex included: The Project Director; the Assistant Director who also served as Supervisor for P.S. 75 and P.S. 62; a Bilingual Coordinator at P.S. 60 with an office in the annex; a Bilingual Coordinator for P.S. 130 and P.S. 39; a Bilingual Coordinator at I.S. 52; a Spanish Curriculum Coordinator; a Bilingual Resource Teacher at P.S. 39; a Senior Clerk stationed at P.S. 60; a School Neighborhood Worker for the Parent Orientation Team Program at P.S. 62, 130 and 75; and an hourly Bilingual Typist stationed at the District Office.

The Bilingual School Complex of District #8 was in its sixth year of operation. The basic goal of the program was the development and maintenance of proficiency in two languages, English and Spanish, in a multi-cultural setting.

III. Evaluation Procedures

Evaluation occurred after identification of program objectives as set forth in the original proposal and after careful review of the Continuation Application. Procedures used to assess the effectiveness of the program included the following:

interviews with supervisory/administrative staff,

interviews with teachers, parents and paraprofessionals involved in the program,

administration and analysis of pre- and post-tests by program staff,

visits to the classes,

examination of training and instructional materials.

The evaluation team consisted of diverse groups which cooperated in the evaluation process:

1. An evaluation consultant with expertise in linguistics, curriculum, teacher training, bilingual education, culture, language arts and second language instruction.
2. Teachers, parents and supervisory/administrative staff of the B.S.C.
3. Students enrolled in the B.S.C.
4. Project Director

The Bilingual School Complex at P.S. 39

The Bilingual School Complex at P.S. 39 had the following nine classes: K-3 (1/2 day, SD), 1-2 (ED), 1-3 (SD), 2-2 (ED), 2-3 (SD), 3-1 (ED), 3-2 (SD), 4-3 (SD) and 5-6 (a class combining two grade levels and SD).

Nine tax levy teachers had been assigned to the program. Six had Bilingual Common Branches licenses, while three possessed regular Common Branches licenses. The classroom teachers were responsible for most areas of the curriculum. The kindergarten teacher had been designated as a cluster teacher in the afternoons since her class met only half a day. As a cluster, she gave instruction in social studies and science to the Spanish dominant first, second and third grade classes and in social studies to the fourth grade class.

Two education assistants from Bilingual Pupil Services worked with small groups of children in the third (Spanish dominant), fourth and combined fifth-sixth grades. In addition, a student teacher from Queens College assisted the fifth-sixth grade teacher.

Under Title VII, a Bilingual Resource Teacher had been assigned to P.S. 39 at the end of February. She was in charge of the Language Assessment Battery testing for the whole school and also the distribution of materials and books for the Bilingual School Complex at this site. In addition, she checked teachers' lesson plans every week and made recommendations; acted as a liaison between the teachers, the Bilingual Coordinator for this site, and the District Office; observed teachers informally; and gave demonstration lessons. The Principal had also assigned the Resource Teacher to one period daily of social studies instruction to a fourth grade class. The

Resource Teacher on occasion also served as translator for the principal and counselor and wrote letters in Spanish for the principal.

The Bilingual Supervisor for P.S. 39 also served as the Supervisor at P.S. 130. Her many duties included the following:

selecting new personnel along with the principal;

meeting with all the administrative staff of the B.S.C. at the District Office;

selecting, ordering, evaluating, distributing materials and making inventory;

scheduling and assigning of teachers, paraprofessionals, parent volunteers and children;

meeting regularly with teachers as a group and individually;

orienting new staff;

training teachers and paraprofessionals;

organizing classes;

observing teachers formally and informally;

giving workshops for teachers;

coordinating all testing (including L.A.B., pre-and post-tests);

conferring regularly with principal;

checking lesson plans;

coordinating extra-curricular activities;

meeting with assistant principal and guidance counselor;

conferring with parents;

advising teachers on the use of materials;

helping the Bilingual Resource Center (Livingston Street) in the organization of District 8's presentation for the Bilingual Conference at Bank Street;

coordinating curricular activities of the program with special programs at the school;

handling daily problems involving teachers, paras, parents and/or students;

inviting consultants from various companies (for example, McGraw-Hill, Laidlaw and Harper and Row) to train teachers in the use of their materials.

Bilingual teachers at P.S. 39 participated in training sessions with teachers from the Bilingual School Complex at P.S. 130. They also had frequent conferences with the Resource Teacher and the Bilingual Coordinator during lunch and after 3 p.m. Teachers from the Bilingual School Complex at this site had visited the reading room of the District 8 Reading Coordinator to look at the various materials displayed there for the teaching of reading.

Approximately 241 children were enrolled in the Bilingual School Complex at P.S. 39. The enrollment and attendance figures for May for the Bilingual Complex classes were as follows:

Class	Average Register	Average Attendance	% of Attendance
K-3 ABS (1/2 day A.M.)	19	11.9	62.4%
1-2 BE	22	20	90.9%
1-3 BS	26	20.4	78.5%
2-2 BE	31+	23+	74.2%
2-3 BS	27.6	19.9	71.9%
3-1 BE	35	29	82.9%
3-2 BS	34	22	64.7%
4-3 BS	19	14.3	75.1%
5-6 BS	28.1	18.7	66.7%

The curriculum revolved around reading, language arts, second language, math, science and social studies. Art and music were integrated in the regular

curriculum. Gym was provided for the upper grades only. Library visits were also incorporated into the regular instructional activities. The Title 1 Math Lab and Reading Lab serviced some of the English dominant children, as did the P.S.E.N. program.

One parent from this site was on the Bilingual Advisory Committee. The Parents' Association president was Hispanic and very active in school activities.

The materials being used in the Bilingual School Complex at this site were the following:

Curriculum Area	Title	Publisher	Grade Level
Reading in Spanish	Laidlaw series	Laidlaw	1, 2, 3, 4, 5, 6
	Leyendo para comprender	Continental Press	3
	Various readers and units (also used for language arts)	Spanish Curriculum Development Center	2
	Señales	Open Court Publishing Co.	2
	Several books	Jaimes Libros	4
	Mi escuela (kit)	Science Research Associates	4
Reading in English	Fokes Sentence Builder (kit)	New York Times	4
	Second Experience with Vowels and Consonants	McGraw-Hill	4
	Pal Paperback Series	Xerox	4
	Phonics We Use	Lyons & Carnahan	5 & 6
Language Arts in Spanish	Lengua española	Cultural Puertorriqueña	5 & 6
	Cartilla fonética	Cultural Puertorriqueña	3
	Vocabulario ilustrado	Scott Foresman	4
	Diccionario abreviado	Vox	4
	Canción de mayo	S.C.D.C.	4

Curriculum Area	Title	Publisher	Grade Level
Language Arts in English	Language Patterns and Usage	Continental Press	5 & 6
English as a Second Language	Learning to Learn through Looking (1 box including books, games, filmstrips and records)	McGraw-Hill	1
	Creative Reading Program (kit)	---	3
	Single Concept Flash Card Kit	Wible Lang. Inst.	2
	Multi-Read	S.R.A.	5 & 6
Spanish as a Second Language	Por el mundo	S.C.D.C.	4
	A donde vamos	S.C.D.C.	4
	Arco-Aero Language Lab	Arco Press	5 & 6
Science	La ciencia	D.C. Heath	1
	Exploring	Allyn-Bacon	5
	La ciencia aqui y ahora	D.C. Heath	2 & 4
	Ciencia-Jugamos y trabajamos	D.C. Heath	2
	Quien dice que no	S.C.D.C.	4
	Ciencias 2 (Rey)	Editorial Vasco Americano	4
	Finding Out About Science Series	Benefic Press	5 & 6
Social Studies	Mi hogar y mis vecinos	Cultural Puertorriqueña	1
	Changes in Age (pictures)	McGraw-Hill	2
	First Thinking Box	Benefic Press	5 & 6
Mathematics	Mathematics	Holt, Rinehart and Winston	3
	Math to Color	McGraw-Hill	3
	Arithmetic Involvement (game)	S.R.A. Enrichment Inc.	2,4,5 & 6

Curriculum Area	Title	Publisher	Grade Level
	Arithmetic Independence	S.R.A. Enrichment Inc.	2
	Relationships Set	S.R.A. Enrichment Inc.	2
	Schoolhouse Mathematics (kit)	S.R.A.	4
	Arithmetic Fact Kit	S.R.A.	5 & 6
Audio-visual materials	overhead projector		
	filmstrip projector		
	cassette recorder		
	slide projector		

Observations, Conclusions and Recommendations for the Bilingual School Complex at P.S. 39:

a. The Bilingual School Complex was offering a valuable service to both the English-speaking and Spanish-speaking children in the surrrounding neighborhood.

b. The trainees were able to provide meaningful small group instruction and individual attention in the classes. Due to the wide range of levels in most classes and the tremendous turn-over rate, it is recommended that tax levy and Title I funds be utilized to provide each classroom with a paraprofessional.

c. The Bilingual Supervisor for P.S. 39 was also assigned to monitor the program at P.S. 130. An on-site Bilingual Resource Teacher had begun working at P.S. 39 in February. She had established close rapport with teachers, paraprofessionals, parents and students.

In the future it is recommended that supervisory personnel be assigned to one site only, provided that there are enough supervisors.

d. The kindergarten teacher met with her class for a half-day and clustered during the afternoons.

It is recommended that the kindergarten class meet for a full-

day session, and that the other classes receive the services of another cluster teacher.

e. Second language instruction was often limited to oral language activities. In some cases, it was non-existent.

It is recommended that common second language/reading periods be set up in order to pave the way for homogeneous grouping in a continuous progress curriculum.

Priority must be given to providing teachers with needed training in teaching a second language with an emphasis on the transfer of skills to reading in the second language. A supervisor could give demonstration lessons, and help teachers to incorporate ESL/SSL into the various content areas.

f. Three English-speaking monolingual teachers were assigned to the program by the principal.

It is recommended that all teachers in the Complex at P.S. 39 be bilingual as stated in the guidelines, and possess either a bilingual early childhood or bilingual common branches license (or NTE).

It is further recommended that the Project Director and Principal screen and interview all teachers prior to assigning them to the bilingual program.

g. Parental involvment was encouraged, but needed further strengthening. It is hoped that under the leadership of the new bilingual P.A. President, more active parental participation is engendered.

h. Complex personnel were not involved in the screening and placement of students at this site. This caused much concern among many of the teachers.

It is recommended that screening and placement of students who are to participate in the Bilingual Program at P.S. 39 be made by a bilingual supervisor, who can ascertain if students qualify for the program

according to established guidelines. The assistant principal and school secretaries should refer potential candidates to the bilingual supervisor, but should not enroll them in the program without his/her consent or knowledge. When a doubt arises, the Project Director may be called upon to intervene.

i. The Title I Math and Reading Labs serviced only English-speaking children.

It is recommended that special services be made available to Spanish-speaking youngsters who may benefit from them.

j. The Bilingual Resource Teacher had been designated as a cluster teacher for one period daily.

It is strongly recommended that Title VII guidelines be adhered to in reference to the employment of personnel paid for by Title VII funds.

The Bilingual School Complex at P.S. 60

At P.S. 60 there were 16 classes (out of a total of 23) in the Bilingual School Complex. The program had been given an office and a room for the Resource Center, both in the annex.

Sixteen classroom teachers had been assigned to the program with tax levy funds. All but one were bilingual with Bilingual Common Branches licenses. One had a regular Common Branches license and spoke only English. Most had Master's degrees in bilingual education. The teachers were responsible for most areas of the curriculum.

A Senior Clerk under Title VII was in charge of the Resource Center at this site.

Ten paraprofessionals worked with students and teachers of the Complex. Their assignments were as follows:

1 - Strengthening Early Childhood (Title I)

1 - Reading Improvement Lab (Title I)

1 - Math Lab (Title I)

1 - E.S.L. (Title I)

1 - Class 6-2 (C.E.T.A.)

1 - Classes 2-2 and 3-2 (tax levy)

1 - Classes 2-3 and 3-4 (tax levy)

1 - Class 5-3 (tax levy)

1 - Class 4-4 (trainee from Bilingual Pupil Services)

1 - Class 6-3 (trainee from Bilingual Pupil Services)

The paraprofessionals were able to provide small-group instruction and individualized attention. The trainees from Bilingual Pupil Services

attended special courses at the Board of Education on Mondays. They worked with groups of children in the areas of language, reading, mathematics and E.S.L. and had to give pre- and post-tests to these students.

The Bilingual Coordinator had served at this site for two years. Her job responsibilities included the following: meeting with the supervisory staff of the Bilingual School Complex at the district office; checking lesson plans every week; doing informal observations of teachers; assisting the monolingual English-speaking Assistant Principal with the formal observations; coordinating scheduling and placement; assessing teacher needs and planning necessary workshops; conducting workshops and training sessions for the teachers; coordinating cultural activities for the students in conjunction with the teachers and parents; taking responsibility for inventory and the acquisition and distribution or books and materials; setting up the testing program; collecting test data, questionnaires, surveys and other pertinent forms requested by the district office. The Bilingual Coordinator had attended the Conference of the National Association of Bilingual Education in Puerto Rico in April.

The Bilingual Coordinator kept in close contact with the Project Director, Principal and Assistant Principal and met regularly with other supervisory personnel of the Bilingual School Complex. The Project Director and Spanish Curriculum Coordinator had made visits and had provided a great deal of guidance and support. The Bilingual Coordinator supervised the teachers and paraprofessionals. The trainees from Bilingual Pupil Services were also supervised by a Field Service Counselor from the Central Board of Education.

The Bilingual Coordinator held monthly workshops for the personnel in the Complex at this site. She gave out materials from the Bilingual Teacher Intern Program and the Center for Applied Research in Education each month. She observed teachers daily to help them improve their techniques (especially in the teaching of reading) and then conducted follow-up sessions. The Coordinator also gave demonstration lessons on an individualized basis. Teachers were encouraged to help evaluate the effectiveness of new materials that were received.

Parents often requested that their children be enrolled in the Bilingual Complex. The Bilingual Coordinator interviewed parents and children to ascertain oral language dominance and instructional reading level. Results of the L.A.B. test were also often used. The main office was then informed of the placement of each child. Inter-class transfers were made when deemed necessary and beneficial.

Three categories of students were enrolled in the Bilingual School Complex at P.S. 60: Spanish dominant, English dominant of Hispanic origin and English monolingual. The kindergarten class met for a half-day session.

Approximately 411 children were enrolled in the Bilingual School Complex at this site. The figures for enrollment and attendance during the month of April were the following:

Class	Average Register	Average Attendance	Percent of Attendance
K-2	25	20	80%
1-2	31	23.1	74.5%
1-3	28.9	23.4	81%
2-2	26.3	24.3	92.4%
2-3	19	14	73.7%

Class	Average Register	Average Attendance	Percent of Attendance
2-4	22	17.7	80.5%
3-2	28.2	20.3	72%
3-3	21	19.7	93.8%
3-4	22	16	72.7%
4-2	31	26.9	86.8%
4-3	29.2	23.8	81.5%
4-4	24.6	17.6	71.5%
5-2	28	25.3	90.4%
5-3	27	22	81.5%
6-2	24.7	18.6	75.3%
6-3	22.8	17	74.6%

The children received instruction in language arts, reading, mathematics, science, scoial studies, art, music, culture and physical education. In the bilingual classes many children were reading in both languages. Second language usage was common in mathematics where English terminology was particularly stressed. Several special services were given to the students: Strengthening Early Childhood, Math Lab, Reading Improvement and ESL (all Title I) and P.S.E.N.

The materials being used at P.S. 60 in the Bilingual School Complex were basically the same as those used at P.S. 130 and P.S. 75.

Parents frequently visited the school and were made welcome in the office and classrooms. Some parents acted as teacher-aides, giving individual help to students. Parents worked with teachers and the Bilingual Coordinator on cultural activities for the school. They prepared the robes, caps, decorations and food for the kindergarten graduation. The president of the Parents' Association was a member of the Bilingual Advisory Committee. About fifteen parents met regularly with the Senior Clerk to learn different crafts. They also had some sessions with a drug instructor and learned English as a second language with the ESL teacher. The Bilingual Coordinator frequently oriented parents about community services available to them and their children.

Observations, Conclusions and Recommendations for the Bilingual School Complex at P.S. 60:

a. The Bilingual School Complex was offering a valuable service to the children and the surrounding community.

b. Many books and instructional materials were available. Nevertheless, there seemed to be an insufficient supply of A/V equipment because of the extremely high incidence of vandalism and theft at this school.

It is recommended that school administrators devise and implement better security measures for all audio-visual equipment.

c. More paraprofessionals were needed.

It is recommended that tax levy, Title I and/or Module 5 monies be utilized to hire additional paraprofessionals who could provide each class with small group and individualized instruction from the beginning of the next schoolyear.

d. The Bilingual Coordinator was doing an excellent job. She worked very closely with the Project Director, Principal, Assistant Principal, Senior Clerk, teachers, paraprofessionals and parents to achieve the goals of the program. She was competent and committed to the program in all aspects and often went beyond the duties of her position when she perceived the need.

e. Reading scores at this site demonstrated a progressive decline.

It is recommended that the assistance of the District Reading Coordinator and the Right to Read Effort be enlisted to provide the school with a framework for ensuring reading success. Workshops could be set up for teachers and educational assistants. In addition, programming and scheduling should be reviewed and evaluated so that necessary changes can be implemented in the future.

Closer monitoring of reading and second language instruction by the Principal, Assistant Principal and Coordinator is also urged.

f. One new fourth grade teacher was monolingual English-speaking and had a regular Common Branches license.

It is recommended that every effort be made to hire a qualified bilingual teacher with a Bilingual Common Branches license. This would follow the guidelines for hiring personnel.

The Bilingual School Complex at P.S. 62

At P.S. 62 there were eight classes in the Bilingual School Complex. Four were located on the fourth floor and four on the third. All rooms were beautifully decorated with children's work, instructional posters, progress charts, profile charts, and dioramas.

Eight classroom teachers had been assigned to the program. They all had Bilingual Common Branches licenses and were all bilingual.

Four trainees from Bilingual Pupil Services were assigned to the following classes: 1-2, 2-2, 3-2, and 4-2. The trainees worked with students in small groups or individually in the areas of language arts, mathematics, reading, English as a second language, math lab, and culture. They worked with a maximum of 15 children on a daily basis, pre-tested every child they worked with in October and post-tested them in May. A Title I educational associate worked with class 2-1. She had a degree and a per-diem license. A tax-levy educational assistant was assigned to class 1-1 which was very large.

A Bilingual Supervisor was in charge of supervision in the Complex at both P.S. 62 and P.S. 75 and also served as the Assistant Director of the Bilingual School Complex. She had been chosen in mid-November. Before her selection, the Project Director had filled the position of Supervisor.

The Principal conducted official observations, while the Assistant Principal checked lesson plans weekly. The Director and Assistant Director observed all teachers and coordinated teacher training activities. They also supervised paraprofessionals and trainees. The latter were also supervised by a Field Service Counselor from Bilingual Pupil Services.

An adult education educational assistant was in charge of the Parent Orientation Team which had been assigned a resource room for the training of parents. The educational assistant taught English as a second language and reading and writing in Spanish.

Parents also learned various crafts, such as sewing, crocheting, knitting, and cooking and participated in many school activities. On Puerto Rico Discovery Day parents sang, presented a drama and made costumes. They held a fund-raising activity to buy supplies for the program. A safety workshop was given by a guidance counselor who also showed films on drugs, health, etc. At a meeting held in September, the Principal, Guidance Counselor, Assistant Principal, Bilingual Teacher in School and Community Relations and the adult education paraprofessional invited parents to participate in the Parent Orientation Team program. Twenty parents were enrolled; the usual attendance was fifteen.

Approximately 252 students were enrolled in the Bilingual School Complex at P.S. 62. Attendance and enrollment figures for May were as follows:

Class	Average Register	Average Attendance	% of Attendance
1-1 (ED)	40	31.4	78.5%
1-2 (SD)	34.5	24.4	70.7%
2-1 (ED)	32.8	24.5	74.7%
2-2 (SD)	34	28	82.4%
3-1 (ED)	32.4	26.9	83%
3-2 (mixed)	27.5	20.3	73.8%
4-1 (mixed)	29	23.4	80.7%
4-2 (mixed)	21.4	17	79.4%

In the curriculum, the following areas were stressed: language arts, individualized and prescriptive reading, mathematics and second language. In addition, the students received instruction in social studies, cultural heritage, science and physical education. The third and fourth grade students in the Bilingual School Complex also participated in the Title I Math and Reading Labs which supplemented the regular curriculum. Inter-visitations were established with the Hunts Point Library and the Museum of Natural History. There was a great deal of coordination evidenced among the Math Lab teacher, the bilingual classroom teachers and the trainees for Bilingual Pupil Services.

For the fourth year in a row, a team of fourth grade pupils participated in the elementary division of the annual New York City Spanish Contest sponsored by the American Association of Teachers of Spanish at Hunter College. The team won first prize.

Third and fourth grade classrooms were videotaped by television crews for a special about the South Bronx which was seen on N.B.C. in early April. The school Principal was also interviewed for the show.

The materials being used by the Bilingual School Complex were as follows.

Curriculum Area	Title	Publisher	Grade Level
English language arts and reading	Bank Street readers	Macmillan	1-2 ED & SD
	Jewels and Lanterns	American Book Co.	4-1
	Ginn Reading Series		3 ED & SD and 4-2
	Specific-Skills Series	Barnell & Loft	1-3 ED and both 4
	Yearling Paperback Series	Dell	3 ED and both 4

Goals in Spelling	Macmillan	1-3 ED
Spelling Words & Skills	Scott Foresman Co.	4-1
My First and Second Picture Dictionary	Harper & Row	1 ED and 2 & 3 ED & SD
Beginning Dictionary	Scott Foresman	both 4
Diagnostic Reading Skills Texts	Charles E. Merrill	1-3 ED
SRA Reading Labs	SRA	2-3 ED and both 4
Test Lessons in Reading	Columbia University Press	both 4
New Phonics We Use	Lyons & Carnahan	1-3 ED & SD
New Reading, Thinking Skills		3 & 4 all
Phonics and Word Analysis Skills	Continental Press	3 & 4 all
Composing Language	Macmillan	2 ED
Children's Paperbacks	Scholastic Book Service	2-4 all

The books for ESL, math, science, social studies, Spanish and SSL were the same as those at P.S. 75.

Staff morale and interaction were exceptionally good. The teachers and paraprofessionals always cooperated with the supervisory staff of the Complex and the school, and were very receptive to suggestions. The children also demonstrated a positive attitude towards the program, and the atmosphere was highly conducive to learning.

Parental involvement was an intrinsic component of the program at P.S. 62. Two parent workshops were held by the Project Director in October and November. Bilingual education philosophy and curriculum implementation were

discussed in depth. Parents visited the school regularly, and met with the teachers and Project Director during one night in November and another in March.

Some parents participated in the Bilingual Advisory Committee. For Puerto Rico Discovery Day, parents helped put on an outstanding show in the school auditorium. They also assisted the fourth and second grade teachers for the "Fiesta Navidena." Parent/teacher relationships were strengthened through the efforts of the teachers themselves and the Adult Education paraprofessional. At the December meeting of the Parents' Association, the Project director introduced the Assistant Director to the parents.

Observations, Conclusions and Recommendations for the Bilingual School Complex at P.S. 62:

a. The Bilingual School Complex at P.S. 62 was a superb model program, effectively serving all segments of the community.

b. The Bilingual Project Director (who also supervised the Complex at P.S. 75 until December) was exceptionally competent and qualified and performed all his duties enthusiastically. He worked very closely with the Principal, Assistant Director, teachers, paras, parents and other administrative staff on all aspects of the program.

c. The school provided supplementary services for children enrolled in the Bilingual School Complex. The Math Lab was especially good, due to excellent rapport and coordination among bilingual classroom teachers, trainees and the Math Lab teacher.

d. The books and materials used in the classes were extremely appropriate for students in a bilingual program.

It is recommended that the Project Director and Assistant Director continue to purchase and/or suggest meaningful texts and instructional materials.

e. The new Assistant Director began monitoring the program at P.S. 62 and P.S. 75 in mid-November. After establishing rapport and opening lines of communication with teachers, educational assistants, parents and the Principal, she was assigned by the Community Superintendent as his representative at P.S. 75. Consequently, the majority of her time was spent at P.S. 75. More visits by the Supervisor would have been valuable.

It is recommended that, in the future, supervisory personnel be assigned to one site only.

f. There was a high degree of cooperation among teachers, paraprofessionals, parents, the Project Director and the Assistant Director. This contributed to the excellent morale of the staff.

g. The program did not include a kindergarten level.

It is recommended that a bilingual kindergarten be extablished to meet for a full-day session. The kindergarten teacher could give herself a preparation period at 2:15 p.m. daily.

h. Parental involvement was an integral part of the program. Parents were very active in adult education classes.

It is recommended that a paraprofessional continue to be assigned to working with and teaching the parents on a full-time basis.

i. The ESL and reading components were especially effective at this site. Reading scores had improved tremendously on all grade levels. 90% of all students were handling reading and content areas in the two languages.

This was possible in part due to the enthusiasm and hardwork of the teachers who adapted many series, used linguistic summaries and/or linguistically-controlled lessons, and worked with children during lunch hours, preparation periods and afternoons after 3:00 p.m.

The Project Director had provided the teachers with specific guidelines and training in reading and ESL. He had held modular workshops devoted to various phases of reading and ESL. Multi-faceted approaches were used: linguistic, language experience, individualized, basal, global, phonetic, contracts, lab, etc.

It is recommended that this school be visited and emulated for the purposes of improving the reading/ESL programs at other sites.

j. All teachers in the program were bilingual, thus meeting Complex guidelines.

k. Some classes were exceedingly large, especially in the first grade.

It is recommended that the Principal, in conjunction with the Project Director and Assistant Director, survey the sentiments of the parents and determine the extent to which additional bilingual classes are desired. Class registers should be maintained at around 25 students maximum.

l. The classes in the Bilingual Complex had been given low exponents, so that remediation status was not implied. The English dominant bilingual class was the "one" class at each grade level in the school organization.

It is recommended that program classes continue to be given low exponents. It is well to remember that the Bilingual School Complex

program, in the case of English-dominant children, is an enrichment program.

m. Some pupils had been enrolled in the Complex by the Assistant Principal and the school secretary. The Principal had indicated his support for careful selection and placement.

It is recommended that the Director or Bilingual Supervisor directly screen and place all students who are to participate in the Complex. The Assistant Principal or school secretary should refer potential candidates to the Director or Supervisor, but should not enroll them in the program without his/her consent or approval.

n. An underlying feature contributing to the outstanding success of the program at P.S. 62 was the total commitment and cooperation of the school Principal who accurately perceived the students' needs and worked very closely with the Project Director and Assistant Director in assuring that these needs be met as effectively as possible.

It is recommended that the principal continue to share his philosophy and commitment to bilingual education, and the reasons for its resounding success at his school, with other administrators and supervisors in District 8.

The Bilingual School Complex at P.S. 75

Thirteen classes were involved in the Bilingual School Complex at P.S. 75. Although there were two classes on each grade level from the first through the sixth, there was only one half-day kindergarten. Thirteen classrooms on various floors in the north wing were being utilized. The Parent Orientation Team had a classroom on the second floor. This room was used for meetings, mini-workshops and for teaching the parents. Another classroom on the second floor was used by the Director and Assistant Director for informal conferences with teachers and parents and for book inventory.

Eleven tax-levy teachers, plus two paid for through P.S.E.N. funding, were assigned to the Bilingual Complex at this site. All of them had either NTE Bilingual or Bilingual Common Branches licenses. They were all bilingual.

Two trainees from Bilingual Pupil Services worked with small groups of children in 3-2 and 4-2. In addition, the teacher of 2-2 had a parent volunteer who helped out an hour a day.

A Bilingual Supervisor was in charge of supervision in the Complex at both P.S. 62 and P.S. 75 and also served as the Assistant Director of the Bilingual School Complex. She had been chosen in mid-November, and soon after, was designated by the Community Superintendent as his official representative at P.S. 75. Before her selection, the Project Director had filled the position of Supervisor. Both tested new children for language dominance.

The Director and Assistant Director observed all teachers and coordinated teacher training activities. The Principal made formal observations in gradeskindergarten through third, while the Assistant Principal observed teachers in grades four, five and six. The trainees from Bilingual Pupil Services were supervised by a Field Service Counselor.

The classes in the Bilingual School Complex at P.S. 75 were all linguistically mixed. Reading and language arts were given in the native language. Math was taught in English, but linguistic summaries were given for the S.D. children. Both Spanish and English were used in social studies classes where culturally-oriented lessons were given in Spanish. In science both languages were used for experiments, while scientific terminology was given in English. Many of the children were reading in two languages.

Students at P.S. 75 had the benefit of the following special services: Math Lab and Reading Lab (Title 1), and P.S.E.N.

This school had the services of a counselor for two days a week. The Bilingual School Complex staff made numerous referrals to the counselor and to various agencies. Some counselor-teacher workshops had been held.

Approximately 363 students were enrolled in the Bilingual School Complex at P.S. 75. The attendance and enrollment figures for the month of May were as follows:

Class	Average Register	Average Daily Attendance	Percent of Attendance
K-1	31	19	61.2%
1-2	26	20	76.9%
1-3	27	23	85.1%
2-2	26	23	88.5%

Class	Average Register	Average Daily Attendance	Percent of Attendance
2-3	32	25	78.1%
3-2	30	25	83.3%
3-3	31	24	77.4%
4-2	25	23	92%
4-3	21	19	90.5%
5-2	32	23	71.9%
5-3	31	27	87.1%
6-2	28	25	89.3%
6-3	23	18	78.3%

The texts and instructional materials being used at P.S. 75 were the following:

Curriculum Area	Title	Publisher	Grade Level
English language arts and reading	Bank Street and New Macmillan Reading Series	Macmillan Book Co.	K-6 ED & SD
	Language	Noble and Noble Book Co.	K-6 ED & SD
	Basic Goals in Spelling	Laidlaw Book Co.	1-6 ED & SD
	duplicating masters and workbooks for reading and phonics	Continental Press	K-6 ED & SD
	Discovering Phonics We Use	Rand McNally and Lyons and Carnahan Co.	K-6 ED & SD
	Beginning Dictionary	Scott Foresman & Co.	4-5 Ed
	My Second Picture Dictionary	Harper and Row Publishers	3 ED & SD
	SRA Reading Laboratories - 1b, 1c, 2a	Science Research Associates	4-6 ED
	Diagnostic Reading Skills Texts	Charles Merrill Pub. Co.	1-3 ED & SD

Curriculum Area	Title	Publisher	Grade Level
	Specific Skills Series	Barnell and Loft Co.	K-6 ED
	Reading for Concepts	Webster-McGraw Hill and Co.	Parents
English as a Second Language	Introducing English	Houghton and Mifflin and Co.	K-1 SD
	English Experiences	Institute of Modern Languages	K SD
	Lado ESL Series	Regents Publishing Co.	4-6 SD and parents
	English Around the World	Scott Foresman & Co.	1-4 SD
	Bank Street Readers	Macmillan and Co.	1-2 SD
	Write! (New Horizons in English)	Addison and Wesley Co.	4-6 SD
Mathematics	Random House Math Series	Random House	1-6 ED & SD
	Mathematics and K-Plus	D.C. Heath and Co.	K ED & SD
	Math Kits - AA, BB CC	Random House Math Program	3-6 ED & SD
	duplicating masters and workbooks	Continental Press	1-6 ED & SD
Science	duplicating masters and worksheets	Continental Press	K-6 ED & SD
	Experiential Development Program	Benefic Press	K-2 ED & SD
	Science transparencies	Milliken Co.	3-6 ED & SD
	STEM	Addison and Wesley Co.	4-6 ED & SD
	Vamos a descubrir la ciencia	Charles E. Merrill Co.	K-1 SD
	El mundo de la ciencia	Anaya-Las Americas Pub. Co.	1-3 SD
	Ciencias - El Rey	Lectorum Publications	1-2 SD
	Science	Charles E. Merrill Co.	4 ED & SD

Curriculum Area	Title	Publisher	Grade Level
Social Studies	Sadlier Social Studies Program	Sadlier	K-2 ED & SD
	The Earth: Regions and People	Globe Book Co.	3 ED & SD
	The U.S.: Its People and Leaders	Globe Book Co.	4 ED & SD
	Homelands of the World: Resources and Cultures	Globe Book Co.	5 ED & SD
	Exploring Civilizations	Globe Book Co.	6 ED & SD
	Conociendo a Borinquen	Lectorum Publications	3-5 SD
	Concepts and Values	Harcourt, Brace, Jovanovich	1-2 ED &SD
	Early Childhood Social Studies Kit	Allyn and Bacon	K ED & SD
	Hayes Social Studies Workbooks	Hayes School Publishing Co.	4-6 ED
	Map Skills for Today	Xerox Publications	4-6 ED & SD
	World Backgrounds for American History	Laidlaw Co.	6 ED & SD
	History Atlas of America and Our Country	Noble and Noble Co.	4 ED
	Our Country	Open Court Publishing Co.	4 SD
Spanish language arts and reading	Por el mundo del cuento y la aventura (Spanish Reading Series)	Laidlaw	K-6 ED & SD
	Bilingual Spanish Reading Series	Santillana Book Co.	K-3 ED &SD
	Lengua española	Cultural Puertorriqueña	1-6 ED & SD
	Escucho, digo y aprendo (for reading readiness)	Dissemination Center Austin, Texas	K SD
	El profesor cosme	Sullivan Associates	k-1 SD
	Lectura	Lectorum Publications	2-4 SD & ED
	Mis primeros trazos (cuaderno de escribir)	Lectorum Publications	2-4 SD & ED

Curriculum Area	Title	Publisher	Grade Level
	Spanish language arts strands	Spanish Curricula Development Center	K-6 SD
	Leyendas latinoamericanas	National Textbook Co.	5-6 SD & ED
	Spanish and Spanish-American adapted classics	Regents and National Book Co.	5-6 SD & ED
Spanish as a second language	Santillana series		1-3 ED
	Laidlaw series		3-6 ED
	Spanish for Young Americans	National Textbook Co.	1-3 ED
	Así escribimos and Ya escribimos	National Textbook Co.	5-6 ED
	Workbook in Everyday Spanish - I and II	Regents Publishing Co.	5-6 ED
	Language Visuals	National Textbook Co.	all ED
	Añorga series	Lectorum Publications	4 ED
	Tell Again Story Cards (by Louise Binder Scott)		K ED
	Experiencias en español	Inst. of Modern Languages	K-1 SD & ED

An adult education paraprofessional taught Spanish, English and crafts in the Parent Orientation Team Program. She had thirty-three parents registered, but usually twelve to fifteen attended. The parents participated in many activities, including visits to the public library, parties for Mother's Day and Christmas and cultural activities for such events as Pan American Week and Puerto Rico Discovery Day. They also acted as school volunteers. Parents were given awards at the end of the school year. The following were some of the materials being used by parents: Cartilla fonética (Cultural Puertorriqueña), Reading for Concepts (William Liddle-McGraw-Hill), the Lado English Series (Regents), Modern Short Stories in English (Dixson-Regents Publishing Company) English 900-One (English Language Services), Lengua española-

Books 3 and 4 (Dra. Delia Díaz de Villar - Cultural Centroamericana), Graded Exercises in Spanish (Andújar and Dixson-Regents) and Workbook in Everyday Spanish - Book 2 (Andújar and Dixson-Regents). In addition, the educational associate rexographed many materials to use with the parents.

Observations, Conclusions and Recommendations for the Bilingual School Complex at P.S. 75:

a. There is a definite need for an extensive bilingual program at P.S. 75. The Bilingual School Complex was an excellent program serving the needs of the Hispanic and black children in the neighborhood.

b. The Bilingual Project Director (who also supervised P.S. 62 until mid-November) was exceptionally competent and qualified and performed all his tasks enthusiastically. He worked very closely with the Assistant Director, Principal, teachers, trainees, parents and the administrative staff on all aspects of the program. He always went beyond his responsibilities as stated in the proposal when he perceived the need.

c. The materials and books used in the program were very appropriate for bilingual youngsters.

It is recommended that the Director and Assistant Director continue to be involved in the recommendation and purchase of instructional materials at this site.

d. Although there were sufficient books for the Complex at P.S. 75, supplies (such as rulers, scissors, papers, crayons and staplers) were badly needed. The audio-visual equipment was very limited.

It is recommended that the school provide all teachers with the necessary supplies and audio-visual equipment.

e. There was more than enough space for all classes at P.S. 75 since the school was half empty. However, the Complex was not allowed to use the auditorium for programs.

It is recommended that teachers and parents be encouraged to use the auditorium for activities.

f. Daily adult education was conducted by the paraprofessional assigned to the Parent Orientation Program. She had also oriented parents regarding bilingual education and its instructional and personal ramifications. Parents were provided with ways in which they could supplement and follow-up on school tasks.

It is strongly recommended that the Parent Orientation Program continue to operate at this site. It was a sorely needed component within the school.

g. Only two paraprofessionals worked with the bilingual classes.

It is recommended that more paraprofessionals be assigned to the Bilingual School Complex, and that said paraprofessionals be placed by the Director and/or Assistant Director where the need is the greatest, particularly in light of the fact that the Complex serves over 2/3 of the school's population.

h. The new Assistant Director began monitoring the program at P.S. 75 in late November. She was extremely competent, and established open lines of communication with the principal, teachers, trainees and parents.

i. For the most part, the teachers in the Bilingual Complex were excellent, but morale was low. The Assistant Director, teachers and parents all expressed dissatisfaction with the school administrators and the Bilingual Teacher in School and Community Relations. The teachers and Assistant Director had requested inter-class transfers, but those for grades four through six were not acted upon by the Assistant Principal in charge of those grades.

It is recommended that two Assistant Principals (or Supervisors), responsible for administration and supervision, be assigned to this site. They should be bilingual since the student population is overwhelmingly Hispanic, and 2/3 participate in bilingual education.

It is also recommended that the Bilingual Teacher in School and Community Relations work closely with the community and teachers and have a definite schedule to follow, or be transferred to another school not plagued by the administrative problems found at this site.

It is further recommended that all requests for inter-class transfersmade by the Assistant Director/Supervisor and Bilingual teachers be acted upon immediately, so that students may be correctly placed.

j. The Community Superintendent had assigned the Assistant Director to P.S. 75 as his official representative. In this role, the Assistant Director closely monitored all school activities, and reported to the Superintendent on a weekly basis.

It is recommended that the Superintendent review the feedback provided by the Assistant Director, and draw up a written report for dissemination to the school's Principal and Parents Association, as well as to members of the Community School Board, so that affirmative action be taken.

k. The bilingual kindergarten program had been reduced from two-half-day classes to one A.M. class, meeting for two hours. Despite the fact that children originally in the bilingual kindergarten had been transferred against their parents' wishes to the monolingual kindergarten, the bilingual class remained overcrowded. There was also a waiting list of children who had transferred from other schools where they had been enrolled

in Kindergarten.

In addition to working with the kindergarten children every morning, the bilingual teacher had been assigned to lunch coverages, lunch duty, cluster programming and make-up preps. It was almost useless for her to plan for the various classes (1-6) she met, since her coverage and cluster program was changed each morning by the Assistant Principal.

The following recommendations are being made:

1. The Bilingual School Complex kindergarten should meet for a full-day as it does at P.S. 130, or a P.M. Kindergarten should be reinstated.
2. The BTSCR should follow the schedule prepared by the Assistant Director. The bilingual kindergarten teacher would then take her preparation period at 2:15 p.m. daily.
3. Children on waiting lists who have been transferred from other schools should be given first priority for admission into the kindergarten.

1. A waiting list for the third grade existed for children whose parents wanted them to enroll in the bilingual classes whose registers were at maximum. Inter-class transfers had been made. Parents of children in the non-bilingual third grade still insisted that their children be placed within the Complex, but this was not possible because of maximum registers.

It is recommended that the Principal, in conjunction with the Director and Assistant Director, survey all the parents and determine the extent to which additional bilingual classes are needed on all levels.

m. All teachers in the program were bilingual thus meeting program guidelines.

n. Some pupils had been enrolled in the Complex by the Assistant Principal and school secretary.

It is recommended that the Assistant Director and Director directly screen and place all students who are to participate in the Complex. The Assistant Principal or school secretary should refer potential candidates to the Director/Assistant Director, but should not enroll them in the program without their consent or approval.

It is strongly recommended that siblings on the same grade be separated and placed in different classes.

The Bilingual School Complex at P. S. 130

The were 11 classes in the Bilingual School Complex at P.S. 130. The majority of the classes had been housed in the Early Childhood Center across the street from the main building for several years until April, when they were moved to the regular school building.

Thirteen tax levy teachers had been assigned to the program at this site. Eleven classroom teachers were responsible for most areas of the curriculum. All the teachers except one had either Bilingual Common Branches or NTE Bilingual Common Branches licenses. Two cluster teachers (tax levy) served bilingual classes only. The science cluster had begun in April, and the social studies cluster in November.

Three paraprofessionals from Bilingual Pupil Services worked with small groups in the areas of reading, math and second language in six classes. They planned lessons in conjunction with the teachers and were supervised both by the Bilingual Supervisor and the Field Service Counselor from B.P S. These trainees received formal instruction at the Board of Education every Monday. They also attended workshops one Thursday a month.

One Adult Education Assistant worked with parents as part of the Parent Orientation Team program. She was supervised by the School Neighborhood Worker of the District 8 Bilingual School Complex.

The Bilingual Supervisor for P.S. 130 also served as the Supervisor for P.S. 39. (For a partial description of her duties, see P.S. 39 report.) She had coordinated all aspects of the move from the Early Childhood Center to the main building.

Teachers from P.S. 130 (along with some from P.S. 62) gave a presentation on teacher-made materials for bilingual children at a conference sponsored

by the Bilingual Regional Cross-Cultural and Training Center of the N.Y.C. Board of Education. Given in February, the conference was held at Bank Street College.

Six of the regular classroom teachers were matriculated in graduate school for a first or second masters degree through Title VII funds. The Math Lab teacher (Title I) was taking a mathematics course through the training component of the program. The paraprofessionals from Bilingual Pupil Services and two Title I paraprofessionals working with program children also attended college.

Approximately 266 children were enrolled in bilingual classes at P.S. 130. The enrollment and attendance figures for May were as follows:

Class	Average Register	Average Attendance	Percent of Attendance
K33-3 (Bilingual)	22	17	77.3%
1-A (ED)	21	20	95.2%
1-B (SD)	22	15	68.2%
2-A (ED)	22	19	86.4%
2-B (SD)*	17.2	14	81.4%
2-C (ED)*	12	10	83.3%
3-A (ED)	24	21	87.5%
3-B (SD)*	12.7	10.3	81.1%
3-C (ED)*	12	11	91.7%
4-A (ED)	25.3	22.7	89.7%
4-B (SD)	25.	22.8	90.9%
5-A (ED)	29	23	79.3%
5-B (SD)	22	19.8	89.9%

*ungraded combined class (2-3B)

*ungraded combined class (2-3C)

There were three categories of students enrolled in the Bilingual Complex at P.S. 130: English dominant, bilingual and Spanish dominant. The children received instruction in reading, language arts, mathematics, second language, social studies and science. In general, music, art and cultural heritage were incorporated in the various curriculum areas and were not taught as separate subjects. The second language was used in other content areas as well as during the formal second language period. As the students progressed in grade level, more time was alloted to the second language. The third grade was a transitional grade in that formal reading instruction in the second language was given (to those students with sufficient oral mastery of the language). As a result, most students in the third grade were reading well in two languages.

Several special programs serviced children from the Bilingual School Complex. Only bilingual classes (first through third grades) attended the Title 1 Bilingual Math Lab where a teacher and paraprofessional provided instruction. Another Title 1 Math Lab served the fourth and fifth grade classes of the whole school (including the Complex). A paraprofessional and teacher under Title I provided small group instruction in English as a second language to the second through fifth grade students least proficient in English (children who scored at or below the 20th percentile in English on the Language Assessment Battery). Children participating in this special program were pulled out of their classes during the science or social studies period while their regular teacher had a prep. P.S.E.N. funds provided individualized help for some students in reading, English as as a second language and math.

The outstanding parental involvement at this site took a variety of forms. Parent volunteers helped with instruction, as well as with lunch duty, yard duty, graduation and extra-curricular activities. They assisted teachers with the activities organized for Puerto Rican History Week, Thanksgiving,

Christmas and Black Brotherhood Week.

The Parent Orientation Team program was very active and showed an increase in size and participation. About 25 parents were enrolled in the program. They received instruction in reading, English as a second language, Spanish as a second language, mathematics, cultural heritage, arts and crafts. They also increased their understanding of the philosophy of bilingual education. The Adult Education Assistant, who met with parents daily, was studying at Lehman College for her bachelor's degree. She was able to evaluate the progress of the students through observation and tests she prepared. The parents involved in the program raffled off some hand-made items in order to raise funds for craft materials. Two sewing machines had been donated by the Parents' Association, and a factory had given the parents material. Before Mother's Day the Parent Orientation team exhibited some of their handiwork for other mothers, as well as teachers and administrators. These parents participated in school-related functions and were actively involved in the Parents' Association and the Bilingual Advisory Committee.

The materials being used in the Bilingual School Complex at this site were the following:

Curriculum Area	Title	Publisher	Grade Level
Language Arts in Spanish	Trabajemos con calle sesamo	National Textbook Co.	1
	Lengua española	Cultural Centroamericana	2,3,4,5
	Activities books	Santillana	2,3
	Workbooks	Laidlaw	2,3
	El mundo de los niños	Saivat	4
	Pistas en dibujos-crucigramas	National Textbook Co.	4

Curriculum Area	Title	Publisher	Grade Level
Language Arts in English	Phonics Games	Lyons and Carnahan	3
	Second Experience with Vowels and Consonants	McGraw-Hill	2,3
	Phonics Kit	Durrell-Murphy	3
	Specific Skills Series	Barnelland Loft	3
	Magnepiece File	Scott Foresman	1
	Peabody Language Development Kit	American Guidance Service	1,3
	dictionaries		
	Language Patterns and Usage	Continental Press	2,3
	Letters and Sounds	Scott Foresman	2
	A Flight Through Words	Continental Press	4
Reading in English	Scott Foresman Reading System	Scott Foresman	K,1,2,3
	Reading Basics Plus Series	Harper and Row	1,2,3
	You Can Read	Bradley	1
	Vowel Poster Cards	Bradley	1
	Schoolhouse Kit	S.R.A.	1,2
	S.R.A. Reading Lab	S.R.A.	2
	PAL paperbacks	Xerox	3,4
	Green Light Go readers	Bank Street	3
	Magic Windows readers	Allyn & Bacon	3
	Little Red Schoolhouse	S.R.A.	2,3
Reading in Spanish	Laidlaw seris	Laidlaw	1,2,3,4,5
	Santillana series	Santillana	2,3

Curriculum Area	Title	Publisher	Grade Level
English as a Second Language	Phonics and Word Analysis	Continental Press	5
	Introducing English	Houghton Mifflin	K,1
	English Around the World	Scott Foresman	K
	Learning to Learn Through Looking	McGraw-Hill	K,1
	Buddy Bear Good Citizen-My Weekly Reader Poster Series	Xerox	1
	Synonym, Antonym, Homonym and Vowel Poster Cards	Bradley	2,3,4
	You Can Read Phonetic Drill Cards	Bradley	2,3
	How Do They Feel?	McGraw-Hill	3
	Where Are They?	McGraw-Hill	3
	S.R.A. Reading Lab	S.R.A.	5
	Lado series	Regents Publishing Co.	5
	PAL paperbacks	Xerox	5
Spanish as a Second Language	Spanish as a second language strands	Spanish Curricula Development Center	2,3
	Loto de lectura	Didacta	2,3
	En el mercado	D C P	2,3
	Rompecabaza de verbos	D L M	2,3
	Domino-Singular y Plural	D L M	2,3
	Santillana series	Santillana	4
	Arco-Aero Learning Lab	Arco Press	2,3,4
	Mi escuelita	S.R.A.	2,3,4,5
Social Studies	Map Skills Program	Scholastic Books	1
	You and Your Family	Benefic Press	1
	Map Skills for Today	Xerox	2

Curriculum Area	Title	Publisher	Grade Level
	The Social Sciences-Concepts and Values	Harcourt, Brace, Jovanovich Inc.	2,3
	Man and His Community	Benefic Press	2,3
	Western Hemisphere Outline Maps	Continental Press	4
	They Built America	Continental Press	4
	Elementary Outline Maps	Continental Press	4
	Man and the Regions of the World	Benefic Press	5
	Las americas y sus pueblos	Cultural Puertorriqueña	5
	Mi segundo libro de estudios sociales	Benefic Press	2,3
	Mi hogar y mis vecinos	Cultural Puertorriqueña	1
	globe		4
Science	Experiential Science Program	Benefic Press	K
	Living Things	Benefic Press	1
	Elementary School Science	Addison-Wesley	2,3
	El mundo de la ciencia	Anaya	1
	La ciencia-lejos y cerca	D.C. Heath	2,3
	Vamos a descubrir la ciencia	Bell and Howell	2,3
	Ciencias 2	Cultural Puertorriqueña	2,3
	La ciencia en tu vida	D.C. Heath	4
	La ciencia y tu mundo	D.C. Heath	5

Curriculum Area	Title	Publisher	Grade Level
Mathematics	Random House Math Program	Random House	1,2,3,4,5
	Cuisenaire rods	Cuisenaire Co.	1
	Mathematics Arounds Us	Scott Foresman	K
	peg boards		1
	bead counters		1
	flash cards	Bradley	2,3
	flannel pieces and flannel board	Bradley	3
	Arithmetic Fact Kit	S.R.A	5
	Multiplication and Division	Quizmo	2,3
	Addition and Subtraction	"	2,3
	Tell-Time	"	2,3
	Toy Money	"	2,3
	Link Numbers	"	2,3
	Escalando los numeros	D L M	4
Audio-visual equipment	overhead projector		
	record player		
	earphones		
	magnet board		
	tape recorder		

Observations, Conclusions and Recommendations for the Bilingual School Complex at P.S. 130:

a. The Bilingual Supervisor had to supervise the Bilingual School Complex at both P.S. 39 and P.S. 130. A Bilingual Resource Teacher had been assigned to P.S. 39 in February to coordinate activities at this site.

It is recommended that supervisory personnel be assigned to only one site if there is a sufficient number of supervisors.

b. The Adult Education Assistant assigned to the Parent Orientation Team Program provided parents with a better understanding of bilingual education and helped engender active parental participation in school-related activities. She taught academic subjects to the parents on a daily basis, and often went beyond her stated duties and responsibilities to assist the principal and/or assistant principal whenever there was a need.

It is recommended that the Parent Orientation Program continue in operation at this site and that the same individual be chosen to serve as the Adult Education Assistant.

c. The Bilingual School Complex at P.S. 130 was an excellent program. The pedagogical staff was enthusiastic and dedicated to the goals of the program. The children evidenced academic progress.

It is recommended that bilingual education services be offered to those children on all grade levels who need them and/or whose parents want them to receive bilingual education.

d. The Bilingual Supervisor was doing a fine job. She worked closely with the teachers, paraprofessionals, parents, Principal and Project Director and often went beyond her stated duties and responsibilities when she perceived a need.

The Bilingual School Complex at I.S. 52

At I.S. 52 nine classes scattered through the building comprised the Bilingual School Complex. A Bilingual Resource Center was located on the second floor.

The teachers in the program were responsible for the major areas of the curriculum. Ten teachers (seven tax levy, one P.S.E.N. and two Title I) had been assigned on a full-time basis to the Bilingual School Complex. Their assignments were as follows:

A. Spanish as a second language to one 5th grade ED
   Spanish language arts and reading to 5/6-114 (SD)
   " " " " " " 5/6-112(linguistically mixed)
   " " " " " " 8-201 (SD)
   English language arts to 5-116 (ED)

B. (paid for by P.S.E.N.)
   English language arts and reading to 5-111 (ED)
   Spanish language arts and reading to 5-111 (ED)
   Reading in ESL to 5/6-112 (linguistically mixed) and 5/6-114 (SD)

C. Spanish as a second language to 6-227 (ED), 7-324 (ED) and 8-322 (ED)
   Social studies taught in both languages to 5/6-112 (linguistically mixed)

D. Mathematics in English to 5-111 (ED) and 5-116 (ED)
   Mathematics in Spanish to 5/6-114 (SD)
   Mathematics in Spanish to 7-207 (SD)

E. Social Studies to 5-111 (ED)

" " to 6-227 (ED)

" " to 7-324 (ED)

" " to 8-322 (ED)

" " to 7A2 (class outside program)

All taught in English

F. (Science Cluster) - teaches bilingually

Science to 5/6-112 (linguistically mixed)

" " 5/6-114 (SD)

" " 6-227 (ED)

" " 7-322 (ED)

" " 7-207 (SD)

Hygiene to 8-201 (SD)

G. (paid for by Title I)

Reading in English to 7-324 (ED)

" " " " 5-116 (ED)

" " " " 6-227 (ED)

" " " " 7-324 (ED)

" " " " 8-322 (ED)

H. Mathematics in English to 5/6-112 (linguistically mixed)

" " " " 6-227 (ED)

" " " " 7-324 (ED)

English as a second language to Level 2

I. English language arts to 6-227 (ED)

" " " " 7-324 (ED)

" " " " 8-322 (ED)

Reading in ESL to 7th and 8th grades (mixed by ability)

J. (paid for by Title I)

English as a second language to Level 1

Science to 5-111 (ED)

" " 8-201 (SD)

Social Studies to 7-207 (SD)

In addition, four teachers had been assigned to teach part-time in the Bilingual School Complex at this site. They had the following assignments.

K. (Assistant Principal) - Science to 8-322 (ED)

L. (Dean) - Science to 5-116 (ED)

M. (Lunch Coordinator) - Social Studies to 5-116 (ED)

N. (Attendance Coordinator) - Mathematics in Spanish to 8-201 (SD)

" " " " 8-324 (ED)

Physical education, art, music, home economics, industrial arts and studio were taught by teachers outside the program. Of the teachers assigned to the Complex full-time or part-time, eight were bilingual and six were monolingual, English speaking. Seven of the bilingual teachers had Bilingual Common Branches licenses, while one had a Junior High School Spanish license. The following licenses were possessed by the monolingual teachers: Junion High English, two Junior High Social Studies, Common Branches, Junior High General Science and Chairman Science.

A Bilingual Coordinator had served on an acting-interim basis since the beginning of the school year and had been chosen by the Community School Board to fill the position on a regular basis in early February. She was primarily involved in the operation of a Bilingual Resource Center, guidance, testing, cultural activities, and teaching a few periods weekly (social studies and group guidance to 8-201 (SD). She spent the remainder of the time on tasks assigned by the principal.

One Title I paraprofessional worked with the official teacher of 7-324 in reading. The second Title I paraprofessional worked with the official teacher of 8-201. No paraprofessionals served the remaining teachers.

There were three categories of classes in the Bilingual School Complex at I.S. 52: Bilingual/linguistically mixed (5/6-112), Bilingual/ Spanish dominant (5/6-114, 7-207 and 8-201), and Bilingual/English dominant (5-111, 5-116, 6-227, 7-324 and 8-222). Two classes (5/6-112 and 5/6-114) combined two grade levels because there was insufficient enrollment to form a single class of one language group on each grade level. The fifth grade classes were composed mainly of students who had participated in the Bilingual Complex at P.S. 62. The other grades had pupils originally from both P.S. 62 and P.S. 130, as well as from other schools and other countries, particularly Puerto Rico, Ecuador and the Dominican Republic.

Approximately 276 students were enrolled in the Bilingual School Complex at this site. The enrollment and attendance figures for the month of May were as follows:

Class	Average Register	Average Attendance	Percent of Attendance
5-111 (ED)	31	26	83.9%
5-112*	5	4	80%
5-114*	19	18	94.7%
5-116 (ED)	32.4	27.7	85.4%
6-112*	30	26	86.7%
6-114*	25	18	72%
6-227 (ED)	19.5	15.7	80.5%

7-207 (SD)	33	28	84.8%
7-324 (ED)	26	18	69.2%
8-201 (SD)	33.5	24.6	80.7%
8-322 (ED)	24.7	19.4	78.7%

*combined class 5/6-112 (linguistically mixed)

*combined class 5/6-114 (SD)

The ESL program was organized on an English-proficiency basis. Developmental reading was incorporated into the program by the Project Director when he first visited the school in September. A common ESL/ Developmental Reading period had been set up for nine periods a week. Teachers had the advantage of homogeneously grouped classes, and students benefitted from the instruction most appropriate to their ability level. Students changed classrooms during their ESL/Reading periods. The ESL program had been carefully worked out with the Project Director and classroom teachers. One classroom teacher was the official field-test representative for New Horizons in English, while another was field-testing developmental reading materials from the American Book Company.

The Title VII program at this site had some coordination with other funded programs in that two teachers (and their paraprofessionals) were paid for by Title I funds, and one other teacher was funded by P.S.E.N. These three teachers worked exclusively with students in the Bilingual School Complex.

The materials for the Bilingual School Complex at I.S. 52 were the following:

Curriculum Area	Title	Publisher	Grade Level
Science	Ciencia (Rey) #4, 5 & 6	Editorial Vasco Americano	SD 5,6,7
	Concepts and Challenges in Science	Cebco Standard Publishing	ED 7,8
	Pathways in Science	Globe Book Co.	ED 7
	transparencies and duplicating masters	Milliken and National Teaching Aids Co.	all classes
	Schneider Science Series (comes in both Spanish and English)	D. C. Heath	ED & SD 5
	microscopes and science kits	Fisher Scientific Company	all classes in science lab
Mathematics	Repaso matemático (bilingual edition)	Allyn and Bacon	all classes (same book being used)
	School Mathematics (comes in both English and Spanish editions)	Addison and Wesley	all (series has different levels)
Social Studies	The United States: Resources and Cultures	Globe Book Company	SD 7 ED 5
	The Making of Our America	Allyn and Bacon	linguistically mixed 6
	Exploring Civilizations	Globe Book Co.	not in use (intended for 6
	Las américas y sus pueblos	Cultural Puertorriqueña	SD 7
	Conociendo a Borinquen	Cultural Puertorriqueña	resource for teachers
	Greek and Roman Civilization	Allyn and Bacon	not in use (intended for 6
	Medieval Civilization	Allyn and Bacon	"
	workbooks, masters and transparencies	Hayes and Milliken	all

Curriculum Area	Title	Publisher	Grade Level
Social Studies (continued)	Map Skills for Today	Xerox	ED 5,6
	Backgrounds for American Freedom	Macmillan	ED and linquistically mixed 6
	Urban America	Globe Book Co.	ED 6, ED 8 and SD 8
English language arts and reading	Moments	American Book Co.	ED 5
	Ginn Reading Series	Ginn	ED 5,6,7
	Language Experiences Program	Laidlaw Book Co.	ED 5,6,7,8
	Mastering English (workbooks)	Hayes Publishing Co.	ED 5
	SRA Reading Lab Kits	SRA	ED all
	Specific Skills Series	Barnell and Loft	ED 6,7,8
Spanish language arts and reading (also Spanish as a second language)	Lengua española	Cultural Puertorriqueña	SD all
	Laidlaw Basal Spanish Reading Series	Laidlaw	SD all
	La vida diaria		ED all (SSL)
	Español activo		ED all (SSL)
	cuentos, dramas y novelas	National Textbook Co.	ED 7,8
	La gitanilla, Fuenteovejuna, Marianela, Pepita Jimenez	Regents Publishing Co.	SD & ED 7,8
	Así escribimos, Ya escribimos	National Textbook Co.	ED 5,6 (SSL)
	Lectura IV y V, Anorga Reading Program	Lectorum Publishing Co.	ED & SD 5
English as a second language	Lado English Series - texts, workbooks, posters, cassettes	Regents	Level 1 & 2(ESL
	New Horizons in English Series-texts, workbooks, posters, cassettes	Addison-Wesley Publishing Co.	Level 1 & 2(ESL

Curriculum Area	Title	Publisher	Grade Level
	Easy Reading Selections	Regents Publishing Co.	Level 2 ESL
	Skills Workbook for Moments	American Book Co.	Level 3 (Readin in ESL)
	Write! (New Horizons Series	Addison-Wesley Publishing Co.	Level 2 (ESL)
	Exploring English Experiences	Laidlaw Publishing Co.	Level 3 & 4 (reading in ESL
	Continental Press Materials	Continental Press	Level 3 & 4 (reading in ESL

I.S. 52 had a very active Parents Association. Under the Umbrella Program (paid for with city funds) paraprofessionals worked directly with parents in various activities, including referrals to hospitals and agencies, attendance, home/school contacts and lunch. The public relations representative for the Bilingual Advisory Committe was from this school.

Observations, Conclusions and Recommendations for the Bilingual School Complex at I.S. 52:

a. The Bilingual School Complex at I.S. 52 was a very valuable and necessary program for the school and community.

b. The Bilingual Resource Center served as a book room, lending library and meeting place, as well as a classroom and a room for the display of books and materials.

c. Several teachers expressed concern with the placement of students in the program, particularly in the seventh and eight grades. The Project Director had re-organized the fifth and sixth grade classes at the beginning of the school year.

It is recommended that the Project Director be consulted and directly involved in the placement of students who are to participate in the

Bilingual School Complex, since there is an established district - wide policy for the selection and placement of students for the Bilingual program. Instrumentation is vital.

d. There were only two paraprofessionals serving the children in the program.

It is strongly recommended that more educational assistants be assigned to the program to facilitate small group and individual instruction.

e. Programming resulted in teachers having different subject assignments on several levels. (See teacher assignments at the beginning of this report.)

It is strongly recommended that teachers on the intermediate school level have no more than two subjects to teach, preferably on the same level.

It is further recommended that teacher programs be formulated by the Principal in consultation with the Project Direct early enough to allow for revisions.

f. The same math text (Repaso matemático) was being used for all the different grade levels. In social studies, also, the established curriculum for each grade level was not being followed. This can be seen by examining the list of materials included in this report.

It is strongly recommended that the social studies and math teachers follow the curriculum for each grade level and use appropriate books for that curriculum. Supervisory staff should observe classes and confer with teachers to make certain the curriculum is being adhered to.

g. The ESL component was especially strong at this site. There was a common period for ESL instruction seven periods weekly. Students were placed on the basis of scores on an oral and written structure test prepared by the teachers. Classes were non-graded and fairly homogeneous. There were two levels of ESL and two levels of developmental reading, the latter instituted by the Project Director.The New Horizons and Lado series were in use in the ESL component. The American Book Company Reading program was being utilized as one feature of the Developmental Reading component.

It is recommended that the Project Director be consulted to continue upgrading the ESL/Developmental Reading Program, and that he give final approval to assignation of teachers and students for the program.

h. Based on classroom observations, it was apparent that children increased their oral and receptive language proficiencies to a greater extent in the linguistically-mixed bilingual classes than in the Spanish-dominant classes. Use of English by the teachers and pupils in content areas (math, science and social studies) was much more evident in the linguistically-mixed classes. This accounted for the greater improvement in speaking, reading and writing in these classes, particularly on the fifth and sixth grade levels.

It is recommended that classes be organized as linguistically mixed as possible to foster language growth.

It is further recommended that teachers of Spanish-dominant classes use more English in linguistic summaries and linguistically controlled lessons during mathematics, social studies and science.

i. Spanish as a second language did not follow the same organizational patterns as ESL. Monolingual English-speaking students were not progressing at their normal rates in their acquisition of Spanish.

It is recommended that common periods for SSL instruction be

set up for next year and that students learning SSL be grouped together by proficiency.

j. Many teachers indicated a great concern for those students who were functionally illiterate and whose needs were not being met by the ESL/Reading program or the SSL program.

It is recommended that testing be initiated to diagnose needs and formulate prescriptions and that those students be programmed for remedial services available in the school's reading labs.

k. Six monolingual English-speaking teachers were assigned to the program (three as official teachers) by the principal. Two of them taught English language arts and reading in English. Two taught social studies to bilingual classes. Another two taught science.

It is recommended that teachers of content areas, such as social studies, be fully bilingual in keeping with the district-wide established policy for the selection of teachers for the Bilingual School Complex.

It is further recommended that the Project Director screen and interview all teachers for future assignments to the bilingual program at this site. Bilingualism and a specialization in at least one subject area should be minimum eligibility requirements for teaching candidates.

l. Not all children who come from the Bilingual School Complex at an elementary school are being placed into the Bilingual School Complex at I.S. 52. The apparent reason for this is that there were only nine Bilingual classes at this site this year, and only eight (two on each grade level) are scheduled for the coming year. It is expected that the sixth grade classes will have about 40 students in each.

It is strongly recommended that all children in the Complex on the elementary level continue in the Bilingual Program on the intermediate school level, so that they may continue to benefit from a bilingual education. The strengthening of skills in both languages should be encouraged in these children. In addition, long-range evaluation is impossible if the same students do not continue in the program.

More Bilingual classes should be set up at I.S. 52 to accommodate both students coming from the Bilingual Program at an elementary school and new students who could profit from bilingual instruction.

Observations, Conclusions and Recommendations for the Bilingual School Complex in District 8:

1. The Bilingual School Complex was an excellent program serving the needs of the children, many of whom were from Spanish-speaking backgrounds. The Complex benefitted English dominant and bilingual pupils by offering them opportunities to learn about their cultural heritage and the culture of others. In addition, the English dominant pupils helped those children of Hispanic background who spoke little English to acquire and perfect linguistic skills in English. At the same time, their culture and linguistic heritage were validated and strengthened through the second language and bicultural component of the program.

2. One of the features contributing to the overall success of the program was the complete support, cooperation and encouragement of most of the bilingual administrative and teaching staff at each of the six sites.

3. In general, the personnel in the Bilingual School Complex were concerned individuals committed to the realization of the stated goals of the program. Most were enthusiastic about the success of the Complex and receptive to the guidance and training available. Morale was generally good, and a great deal of cooperation was observed.

4. All Bilingual School Complex schools are located within a one mile radius in the Southeast Bronx. The District office is located completely outside this area.

It is strongly recommended that since all the Bilingual School Complex schools are underutilized, space in one of them be provided for use by the district administrative staff, including the Project Director and secretaries.

This transition will certainly enhance program prestige, maximixe its effectiveness and solidify rapport among parents, teachers, students and Bilingual School Complex personnel.

5. This year four bilingual sixth grade classes had graduated from P.S. 60 and P.S. 75. These children were placed in intermediate schools which are not serviced by the Bilingual School Complex.

It is recommended that the District find a means by which future graduating students can continue in the Bilingual School Complex until eighth grade, preferably at I.S. 52.

6. Those members of the staff assigned to supervise the program at the various sites were committed to helping the children, teachers and parents in the Complex. For the most part, they maintained close contact with the Project Director, the Spanish Curriculum Coordinator and the School Neighborhood Worker. They met each month with the Project Director and the Spanish Curriculum Coordinator. They supervised the implementation of their program in their schools. These members of the staff performed their tasks effectively and enthusiastically and often went beyond their stated duties and responsibilities when they perceived a need.

7. The majority of the staff members were fluent in both Spanish and English, but the policy statement for the selection and placement of teachers for the Bilingual School Complex Program - District 8 had not been followed at all sites.

It is recommended that this policy statement be implemented in all participating schools.

8. This year, there were few bilingual paraprofessionals assigned to the Complex since an overwhelming majority were placedin reading and math programs.

It is recommended that Title I funds be allocated to the Complex so that some classes will be assigned full time, qualified, bilingual paraprofessionals from the beginning of the school year. This would greatly facilitate appropriate small group and individualized instruction in various curriculum areas.

9. The Bilingual Professional Assistants, educational assistants and educational associates from Bilingual Pupil Services offered an invaluable service to the Complex. They, in turn, were trained through their class work with teachers, students and bilingual supervisory personnel, as well as by the training component of Bilingual Pupil Services. It is recommended that Bilingual Pupil Services continue to place qualified trainees in the Bilingual School Complex to help with small group and individual instruction, particularly in view of the fact that the Complex has a minimal number of paraprofessionals.

10. A Resource Room, with a clerk assigned to it, was in operation at P.S. 60. The room was equipped with bookcases and tables and had books, audio-visual materials, kits, pamphlets, magazines and other materials on view. The Resource Room was used for workshops and for meetings of the Bilingual Parents' Advisory Committee. Because parents and teachers were understandably apprehensive about visiting another site after school hours with minimum or no security, resource rooms were set up as training centers for parents and teachers at various schools.

It is recommended that teachers, parents and paraprofessionals be encouraged to contribute creative and new materials in each area and that a system be set up for the sharing of these. A paraprofessional or parent volunteer should be in charge of seeing that materials are in order. These materials, which would include worksheets, charts, pictures, plans and exercises, should be at the disposal of teachers, paraprofessionals and

parents during the day.

It is further recommended that ESL instruction and educational workshops be continued for the parents by the Parent Orientation Team in the resource rooms.

11. The Bilingual School Complex had established affiliation with Hunter College of the City University of New York and with Mercy College. Through these affiliations, it was possible for some teachers in the Bilingual School Complex to enroll in tuition-free courses on a Master's or post-Master's level.

The following schools participated:

Hunter College

P.S. 39 - one teacher

P.S. 60 - twelve teachers

P.S. 62 - eight teachers

P.S. 130 - ten teachers

P.S. 75 - eight teachers

I.S. 52 - one teacher

P.S. 36 - one teacher

P.S. 48 - one teacher

Mercy College

for B.A. - The School Neighborhood Worker

It is recommended that college affiliations be given complete support and continue to be funded through Title VII in the new project S.A.B.O.R.

12. New teachers in the Bilingual School Complex participated in workshops held every Tuesday afternoon for two hours at the District Office.

13. The Project Director had given various in-service workshops at P.S. 75, P.S. 62, I.S. 52 and P.S. 39. The topics covered included the following:

a. Needs assessment and familiarizing teachers with existing materials.

b. Behavioral objectives.

c. Unit and lesson planning.

d. Developing, using and administering diagnostic tests and profile sheets within the Bilingual School Complex.

e. Effective techniques and materials in English language arts.

f. Effective techniques and materials in Spanish language arts.

g. Reading readiness (English and Spanish).

h. Reading: developmental skills.

i. Reading: approaches

j. Reading in English as a second language.

k. Reading in the content areas.

l. Individualizing instruction in language arts and reading.

m. Children's literature: an overview.

n. Mathematics in the bilingual classroom.

o. Teaching science in a bilingual setting.

p. Classroom management and discipline.

q. Incorporating culture into the curriculum.

r. Working with the paraprofessional or bilingual trainee.

s. Parental involvement in the BSC.

t. Spanish as a second language: methods and materials.

u. Classroom organization patterns.

14. Several workshops had been conducted in the District Office

by the Spanish Curricula Development Center of Florida and the Bilingual Resource Center of the N.Y.C. Board of Education.

15. Harper and Row consultants conducted workshops at P.S. 130 and P.S. 39 for the purpose of orienting teachers and paraprofessionals in the use of Reading Basics Plus materials.

16. ESL workshops were conducted in the fall by ESL consultants at P.S. 60, P.S. 62, P.S. 75, P.S. 39 and P.S. 130.

17. A consultant from the Poets-in-the Schools program (who made 10 visits to P.S. 52 and P.S. 75) conducted poetry and creative writing workshops in the Spring.

18. The State Education Department, the Bureau of Reading Education and the Bilingual Bureau sponsored a Leadership Training Program for supervisory staff. The supervisory/administrative staff of the Bilingual School Complex attended some of the workshops held at the World Trade Center. The topics were as follows:

a. Comprehensive Reading Plan for Use.

b. Comprehensive Staff Development: Plans and Content.

c. Specific Content to Transmit to Others: Mini-Workshops Assessment.

d. Developing Strategies for Goals, Objectives and Responsibilities.

e. Administration and Supervisory Management.

f. Strategies for Teaching Reading.

g. Extending Reading Through the Content Areas.

h. Teaching Comprehension Skills.

i. Improving Reading Instruction for NYC Pupils

j. Action and Implementation

k. Transfer of skills in Bilingual Education.

l. Oral language Development in Spanish

m. Teaching the Gifted and Talented Pupil.

n. Reading and Writing English as a Second Language.

o. The Arts in Bilingual Education Programs.

19. A District 8 Spanish Spelling Bee had been organized by the Curriculum Coordinator and was held on May 16th. Three students from the Bilingual School Complex won first prize in the fourth, sixth and eighth grades. Two were from I.S. 52 and one was a student at P.S. 62

20. The Curriculum Coordinator had offered a workshop dealing with the implementation of cross-cultural social studies in the elementary grades, in conjunction with the District 8 in-service courses for new teachers. All social studies /teachers on the elementary level in the Bilingual School Complex had been invited.

21. The New York City Regional Bilingual Training and Resource Center and the Curriculum Coordinator for the Bilingual School Complex coordinated the pilot testing of materials from the Spanish Curricula Development Center, Miami, Florida. Teachers used and evaluated the materials as follows:

School	Teacher	Grade	Strands
P.S. 39	A	5	Spanish language arts and Spanish as a second language
	B	6	Spanish language arts and Social Studies
	C	cluster teacher	Social Studies and Science
	D	cluster teacher	Social Studies and Science

P.S. 60	A	6	Social Studies, SSL, and Science/Health
	B	5	SSL
P.S. 62	A	4	Spanish language arts and Social Studies
P.S. 75	A	6	Social Studies, SSL, and Fine Arts
	B	5	SSL and Social Studies
	C	5	Spanish language arts and Science/Health
	D	6	SSL, Social Studies, and Science/Health
P.S. 130	A	5	SSL
	B	5	SSL
	C	cluster teacher	Science/Health and Social Studies
	D	cluster teacher	Science/Health and Social Studies
I.S. 52	A	6	Spanish language arts
	B	7	Social Studies and Spanish language arts

22. In general, Spanish dominant students were automatically enrolled in the program. English dominant students were enrolled at their parent's request. New students were generally tested by the Bilingual Coordinator/Supervisor. Testing consisted of an oral interview and a reading test. L.A.B. scores were also used for placement of Spanish-surnamed students.

Unfortunately, screening and placement of children in the Complex was not always left to the Bilingual Coordinator/Supervisor at each site.

It is recommended that screening and placement of students who are to participate in the Bilingual School Complex at all sites be the responsibility of the on-site Bilingual Supervisor. Assistant Principals, Counselors and Bilingual Teachers in School and Community Relations may solely refer potential candidates, but should not enroll them without the input and approval of Bilingual Complex supervisory staff. Instrumentation should consist of a written reading test, a structured oral interview, and the recommendation of the Bilingual Complex Supervisor. Students could then be placed in the appropriate class. If students are misplaced, the Bilingual Supervisor/Coordinator should suggest the necessary interclass transfer, whether it be another class within the program or a class outside the program. All schools must be in compliance with the approved Policy Statement for the Selection and Placement of students in the Bilingual School Complex Program - District 8.

23. The children in the Bilingual School Complex participated in an extensive testing program:

TEST	LEVEL	DATE(S)
1. T.O.B.E. math and language	Level K - kindergarten Level L - first grade (to SD and bilingual students)	Pre-test - October Post-test - May
2. Inter-American Tests of Reading and General Ability (math section)	Level 2 - grades 2 & 3 Level 3 - grades, 4,5 & 6 (to SD students)	Pre-test-October Post-test - May
3. Stanford Achievement Test in Reading	Primary Level 1 - grades 1,2 Primary Level 2 - grade 3 Primary Level 3 - grade 4 Intermediate Level 1 - grade 5 Intermediate Level 2 - grade 6 (to ED and bilingual students)	Pre-test - late September Post-test - May

4. New York City - Wide Reading Test	Grades two through six (to ED and bilingual students)	March, 1978
5. New York City - Wide Math Test	Grade 5	March, 1978
6. Language Assessment Battery	all Spanish-surnamed students	Pre-test - October Post-test - March and on-going basis to new students

It is recommended that tests be consolidated, so that teachers, students and paraprofessionals are not over-burdened with such a large number of tests. Some of the time spent on testing could then be put to profitable use for instruction.

24. Children who have kindergarten experience are more successful in the elementary grades that those who do not have this experience. Students in the kindergarten classes in the Bilingual School Complex were progressing well in all areas of instruction. Some were able to communicate in two languages, and some were involved in pre-reading and reading activities.

It is strongly recommended that there be kindergarten programs in the Bilingual Complex at all elementary sites. Kindergarten should be given a high priority.

25. In general, the materials being used in the Bilingual School Complex were adequate in number and appropriate for students in a bilingual/ bicultural program.

26. Parental involvement was a vital part of the Complex at some schools. Parents sometimes met with teachers and/or supervisory personnel at each site. They were involved in cultural activities at each site for special occasions, such as Puerto Rico Discovery Day.

Some parents were active in the Parents' Associations at the various sites. The Parent Orientation Team was an extremely valuable component. The Bilingual Advisory Committee, made up of parents whose children were presently in the Complex and community representatives, had met twice with the Project Director.

It is recommended that the Parent Orientation Team program continue to be funded since it is an outstanding example of parental involvement. It is further recommended that more guidance and supervision be provided for the educational assistants in charge.

It is also recommended that the Bilingual Advisory Committee meet more regularly with the Project Director.

27. The evaluator had not been hired until April, making it impossible to adequately evaluate such a large and comprehensive program as the Bilingual School Complex.

It is recommended that the evaluator be approved early in the Fall, so as to better assist the program staff with the evaluation.

28. At present none of the elementary schools is being serviced by a bilingual guidance counselor. Linguistically different children require guidance services in order to offset problematic conditions of the home and environment.

It is recommended that a bilingual guidance counselor be assigned to service the Bilingual School Complex on a regular basis.

29. There was a great deal of interaction between teachers, students, supervisory staff, paraprofessionals and parents. Most of the children were progressing in the development of skills in Spanish and English in a multi-cultural setting. The atmosphere in the classes was conducive to learning.

30. The Bilingual School Complex provided program participants with an educational alternative (bilingual education) of substantial proportion and proven success. It is hoped that when federal funds expire at the end of the funding period, District 8 will continue to provide bilingual services to those schools where the demonstrated needs are greatest.